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ABSTRACT

The introduction of this teaching module states that successful construction and implementation of a reading curriculum which meets and satisfies the growth potential of individual students depends on the teacher's ability to assess individual needs. The Individual Reading Inventory (IRI) provides a diagnostic framework for integrating and synthesizing previous modules into cohesive reading programs. The purpose of this module is to enable participants to (a) define the four reading levels that the IRI measures; and (b) analyze the reading behavior of students based on the informational yield of an IRI, and determine at what level the students function. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.11 THE INFORMAL READING INVENTORY

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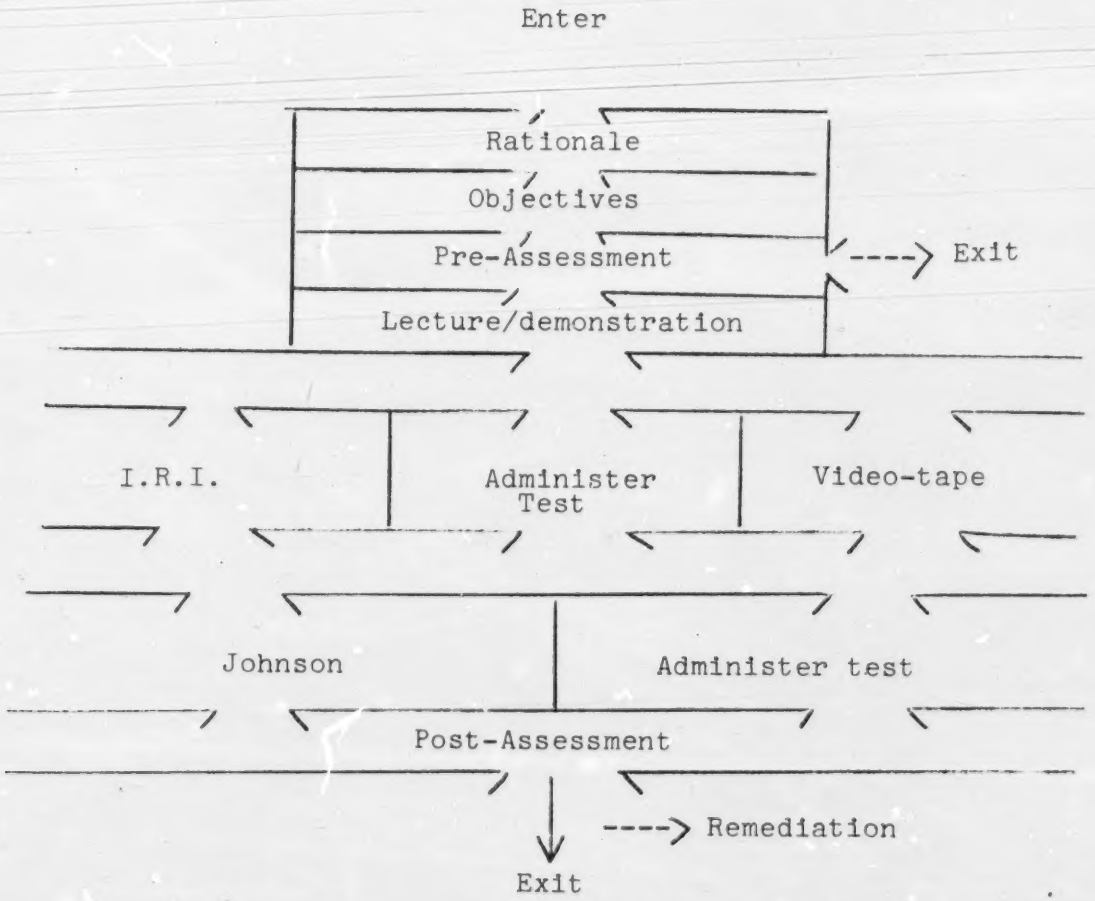
THE INFORMAL READING INVENTORY



RATIONALE

The teacher of reading must be a reading diagnostician. The successful construction and implementation of a reading curriculum which meets and satisfies the growth potential of the individual class members is dependent upon the teacher's ability to assess individual needs.

The Individual Reading Inventory, called I.R.I., provides the teacher with a comprehensive profile of the individual's reading abilities and needs. The I.R.I. provides a diagnostic framework from which the previously developed modules can be integrated and synthesized into a cohesive reading program. The ability of a classroom teacher to administer and interpret this device is directly related to her/his ability to be a successful teacher of reading.

OBJECTIVES

Given a series of learning alternatives on the informal reading inventory the participant will be able to:

- define the four reading levels that an I.R.I. measures
  - independent, instructional, frustration, and listening capacity
- analyze the reading behavior of a student based on the informational yield of an I.R.I. and determine at what level he functions.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following questions according to the directions noted in each.

I. Briefly define each of the reading levels listed below.

A. Independent level: _____

_____

_____

B. Instructional level: _____

_____

_____

C. Frustration level: _____

_____

_____

D. Listening capacity level: _____

_____

_____

II. Analyze the reading behavior of the students below. Discuss the individual components of his performances and tell at what level he functions.

A. Even with food all around, turkeys will not eat. Turkeys can really be called "silly birds." Many die from lack of food. Straw is kept in their houses but some never seem to discover what it is used for. We will never understand senesless turkeys.

B. The silly young birds don't even know enough to come out of the cold either. So many get sick and die. If they see anything bright, they try to

eat it. It may be a pencil, a small nail or even a shovel. You can see how foolish these "silly birds" are.

Comprehension

1. Turkeys
2. Run away
3. They're funny
4. Stones and mice
5. Dumb

Learning alternatives

I. Required: (A plus either B, C or D)

A. Attend the teacher lecture/demonstration on "The Interpretation of an I.R.I. as the Basis for the Development of a Classroom Reading Program."

Lecture Outline

I. The Development of skills profile
   A. Interpreting skills data
      1. The individual profile
      2. The classroom profile
   B. Matching skill needs to a profile format

II. Skills perscription
   A. Utilizing test results
   B. Organizing students for individual skills instruction

III. The synthesis of previously completed modules.

B. Construct an Informal Reading Inventory according to the guidelines presented in Indrisano and Culliton's Informal Reading Inventory. The guidelines should be explicitly followed. The I.R. I. should then be submitted to the instructor for correction. Upon approval, the I.R.I. should be administered to one student at the participant's selected grade level. The completed test should be submitted to the instructor.

C. Administer Form A, Classroom Reading Inventory by Nicholas J. Silvaroli to ten students. The participant should first receive approval from the instructor as to the suitability of the students to be tested. At the completion of the test administration the participant will submit the completed tests to the instructor for evaluation.

D. View video-tape "The Constructional Components and Administration of an Informal Reading Inventory" and administer Form A, Classroom Reading Inventory by Nicholas J. Silvaroli.

The student will view the above video tape which is structured around an alternating format. Each section of the I.R.I. its intent and use will be described and then demonstrated in a test situation with a subject. The student selecting this alternati will also be expected to administer one Classroom Reading Inventory, Form A and submit this to the instructor.

II. Optional: Extra credit may be obtained by a participant by:

A. Read:

Johnson, Marjorie S. and Ray A. Kress. Informal Reading Inventories. (Newark, Delaware: International Reading Association, 1965).

B. Field Experience

Administer participant-constructed I.R.I. or Silvaroli, I.R.I. to the participants class and an evaluation of the results.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each.

I. Briefly define each of the reading levels listed below.

A. Independent level: _____

_____

_____

B. Instructional level: _____

_____

_____

C. Frustration level: _____

_____

_____

D. Listening capacity level: _____

_____

_____

II. Analyze the reading behavior of the students below. Discuss the individual components of his performances and tell at what level he functions.

A. Even with food all around, turkeys will not eat. Turkeys can really be called "silly birds." Many die from lack of food. Straw is kept in their houses but smoe never seem to discover what it is used for. We will never understand senseless turkeys,

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Comprehension

1. Turkeys
2. Run away
3. They're funny
4. Stones and mice
5. Dumb

Competency will be certified when your mocule coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning alternatives are available on a contractual basis with the module coordinator.

BIBLIOGRAPHY

1. Indrisano, E. and T. E. Culliton. Informal Reading Inventory. (Boston University: Copyright by authors, 1969, revised, 1972).

2. Johnson, Marjorie S. and Ray A. Kress. Informal Reading Inventories. (Newark, Delaware: International Reading Association, 1965).

3. Silvaroli, Nicholas J. Classroom Reading Inventory. (Dubuque, Iowa: William C. Brown, Co., Pub., 1969).